

Sign up: topical Microsoft Word classes help you share documents, format documents efficiently, and tame Word's initial setup 1

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- Ensures the usability of the software created by OIT
- Provides a lab for academic use for class projects, research, and marketing efforts
- Promotes usability as an outreach activity for academic departments, other universities, and business partners of the University of Minnesota

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Information Technology

There's something about Word

Suzanne Durkacs, Academic and Distributed Computing Services

The University Technology Training Center (UTTC) is offering three Microsoft Word 2000 short courses during the spring 2004 semester. For \$100 or less, you can take any one of the three courses and be on your way to a more productive workday!

For a complete list of courses — including topics, fees, dates, and times — see *At-a-glance, Word 2000 Short Courses for Spring 2004* on page 4.

During these fiscally lean times when each department is rethinking where every dollar is spent — or even worse — having to do more work with less help, it just makes sense to learn how to use a powerful computer application like Word as efficiently as possible.

Word 2000 topical courses

We developed the curriculum for the hands-on Word courses to be topical in structure, abandoning the level I and level II breakdown offered in the past. Staff and faculty can make the most of their time and money by choosing the course that best matches their needs without second guessing what types of tasks would be covered in a Word level I or level II class.

Top 10

Rejected Word 2000 Short Course Titles

10. All you need is Word.
9. Word lifts us up where we belong.
8. Word is a many splendid thing.
7. Word is not a dirty word!
6. I'm mad as heck, and I'm not going to take Word as it is anymore!
5. Word: I honestly love you.
4. Word: would any other name smell as sweet?
3. Word: are you talking to me?
2. I'm OK. You're OK. Word's OK.
1. Stupid Word tricks.

The length of time for each class varies depending upon the topic, an improvement over the nine-hour class time of the level I and level II courses. Committing nine hours out of a busy work week was an obstacle preventing some staff from taking the courses. Reducing the class time, along with the tuition, makes the revised Word courses more appealing to staff and faculty with small budgets and busy schedules.

Coming up with descriptive and succinct titles of the three new Word 2000 short courses proved to be more difficult than developing the courses themselves. (See *Top Ten Rejected Word 2000 Short Course Titles* on page 1.)

■ Editing and Sharing Documents Made Easier

This course focuses on learning the skills needed to edit and revise documents among users in a work group.

Often times there is a need not only to revise a document, but also to show the author exactly what edits have been made. That's where Word's **Track Changes** feature comes in. **Track Changes** is an invaluable tool for displaying deletions and insertions made in a document while revising it. I must admit that having Word keep track of every change I make while I am revising a document is very distracting. I prefer to make the most of the **Track Changes** tool by using **Compare Documents...** instead.

One of the more popular lessons I teach in this course is the one about comparing two documents. The hardest thing to remember about using **Compare Documents...** is the easiest thing to forget: making a copy of your original document. Before you attempt to compare two documents, be sure to have a naming convention that works for you. I prefer to give each its own version number, *i.e.* DocumentV_1, DocumentV_2, and so on. For some users, copy works just as well, *i.e.* Document, Document_copy.

■ Hints, Tips, Shortcuts, and Secrets

A new course offered this spring is *Word 2000: Hints, Tips, Shortcuts, and Secrets*. This course evolved out of many discussions with class participants and users who call 1-HELP seeking guidance with taming Word.

Tip 1: Editing & sharing

How to compare two documents

- ☞ Make a copy of the document you want to revise and compare. Using **Save As...** works well. This leaves the original document intact. This will become your **new** document.
- ☞ Revise and edit the **new** document. Make sure you save your changes.
- ☞ To begin comparing your two documents, be sure to start by opening the new document.
- ☞ Choose **Tools** menu » **Track Changes** » **Compare Documents...** navigate to the original (older) document » click **Open**. Insertions and deletions in the newer document are compared with the original document and displayed. Changes are tracked.
- ☞ To accept or reject changes, choose **Tools** menu » **Accept or Reject Changes** » **Find**.
- ☞ Go through each tracked change to either accept or reject it.

A lot of timesaving material will be covered in this two and one-half hour class. Suzanne Garfield and I are co-teaching this new course. Garfield has been using Word for so many years that she refuses to confess exactly how many years she has been a Word user. Her expertise is welcome.

Modifying Word's initial settings can make a big difference in your "enjoyment" of using Word. Make the adjustments in Tip 2 to prevent auto-numbering, disable click-and-type, and spell check all words.

■ Formatting Papers Efficiently

Susan McKinnell developed and teaches the *Word 2000: Formatting Papers Efficiently* course. Using styles to help format everything from chapter titles to bibliographies is covered in this three-and-one-half-hour course. Learning how to insert and format footnotes, endnotes, and figure references is also included, along with cross-referencing those citations.

Tip 2: improving Word's initial setup

- ☞ PC users go to **Tools » Options**;
- ☞ Mac OS 9.x users go to **Edit » Preferences...**
- ☞ Mac OS X users go to **Word » Preferences... »**.

Edit

Deselect **When selecting automatically select entire word**.

Don't enable **Click and Type**, since it can cause problems with tables.

Spelling and Grammar

Deselect **Check grammar as you type** since it consumes a lot of memory.

Deselect **Ignore words in upper case**.

View (preview of Office 2003 tips)

Deselect **Live Word Count**. This feature eats up laptop batteries. If you need a word count, you can always select **Tools » Word Count**.

Tip 3: Format adjustments

Go to **Format » AutoFormat... » Options... button » AutoCorrect** appears.

Select AutoFormat

Apply: deselect **Headings, Lists, Automatic bulleted lists, Other Paragraphs**.

Replace: deselect **Internet paths with hyperlinks**.

Select AutoFormat As You Type

Apply as you type: deselect **Headings, Borders, Tables, Automatic bulleted lists, Automatic numbered lists**.

Automatically as you type: deselect **Format beginning of list item like the one before it, define styles based on your formatting**.

Select AutoCorrect

Deselect **Capitalize first letter of sentences, Correct two initial capitals**.

If you **Replace text as you type**, be sure to deselect **Automatically use suggestions from the spelling checker**.

Suzanne Garfield says:

“In my opinion the single most useful tool in Word is *Styles*. Assigning and defining styles gives you the ability to change formatting throughout a document in one ‘swell foop.’ It makes formatting so much easier.”

Students, teaching assistants, and faculty writing thesis and/or professional papers will benefit from taking this course.

■ Suzanne Durkacs, Academic and Distributed Computing Services

About the Microsoft Campus Agreement...

■ The Board of Regents approved a three-year agreement, commencing July 1, 2003, between the University of Minnesota and Microsoft Corp. to provide a suite of Microsoft's most popular software for use on computers that are owned by the University. For more information about this campus agreement see: <http://www.umn.edu/ucs/Microsoft/CampusAgreement.php>.

■ Training: in the near future University Technology Training Center will update its curriculum to include the latest version of Word.

Dossier: Susan McKinnell, Word Instructor

- ✓ Title ➡ Information Technology Professional in the Academic and Distributed Computing Services Department; host of TechTalk
- ✓ First paying job ➡ Busser, Mufaletta in the Park, 1986
- ✓ Education ➡ University of Minnesota, 1993
- ✓ People would be surprised to know that ➡ I majored in Art History
- ✓ Marital status and children ➡ married since 1995; 2 children, Arthur and Lewis
- ✓ Number of years you have been using Word ➡ 15
- ✓ Number of words you type per minute ➡ hmm, I just got 76 wpm on an online test
- ✓ Movie you could see over and over ➡ Persuasion, 1995
- ✓ What three things can be found in your refrigerator? ➡ I guess you want me to name interesting things... cornichons (you know, those little French pickles), flax seed, and my hand!
- ✓ Secret vice ➡ what, you want me to share? Chocolate, but it's not that secret
- ✓ Dream vacation ➡ Florence and the surrounding Tuscan hills
- ✓ U's best kept secret ➡ free Symantec anti-virus software

At-a-glance

Word 2000 Short Courses for Spring 2004

- All courses are taught on the Windows platform using Microsoft Word 2000.
- Prerequisites: good working knowledge of the Windows operating system.
(Macintosh users: if there is sufficient interest, we will add Word training for Macs.)
- Register online or get more information at: <http://www.umn.edu/uttc>

Microsoft Word 2000

● Editing and Sharing Documents Made Easier

This 6-hour course is designed for those working on projects that involve revising and tracking changes between users and/or those that work with long documents.

Topics include:

- working with templates
- using styles
- using section breaks
- formatting long documents
- tracking revisions
- using comments
- creating tables of contents

Fees*

Students \$65.00
Staff and faculty \$100.00
Alumni and others \$190.00

Date, time, location

- Tue. 3/09, 9:00 AM–noon
- Thu. 3/11, 9:00 AM–noon
- both in Eddy Hall Annex 54

Instructor

Suzanne Durkacs

● Formatting Papers Efficiently

This 3.5-hour course will give participants timesaving skills to effectively format thesis or professional papers.

Topics include:

- working with basic paragraph and document formatting
- using styles for formatting consistency and ease of updating
- using headers and footers
- using section breaks for chapters, title pages, and bibliographies
- using footnotes and endnotes
- creating a table of contents
- using captions and cross-referencing

Fees

Students \$45.00
Staff and faculty \$60.00
Alumni and others \$125.00

Date, time, location

- Thu. 4/08, 1:00 PM–4:30 PM
- Anderson Hall 170

Instructor

Susan McKinnell

● Hints, Tips, Shortcuts, and Secrets

This 2.5-hour course outlines timesaving hints, tips, tricks, and secrets of using Word. Those who are new to Word, as well as those who are experienced with it, will benefit from taking this course.

Topics include:

- revising Word's default settings to meet individual needs
- customizing menus and toolbars
- getting the most out of features such as format painter, find and replace, bullets and numbering, and automated fields

Fees*

Students \$40.00
Staff and faculty \$50.00
Alumni and others \$90.00

Date, time, location

- Wed. 4/14, 9:30 AM–noon
- Eddy Hall Annex 54

Instructors

Suzanne Garfield
Suzanne Durkacs

* The fee for this course includes the cost of a workbook, which will be distributed in class.

The Good News

Usability Lab



This month I want to share with you some of the successes that we've enjoyed through the use of the Usability Lab that we have in Walter Library. This lab is a cooperative venture between OIT, the Digital Technology Center, and academic researchers from Rhetoric, Computer Science and Engineering, Kinesiology, and Journalism and Mass Communication. The lab has been around for just over a year, and the use has grown tremendously.

The lab is used for three main purposes:

- to ensure the usability of the software created by OIT
- to provide a lab for academic use for class projects, research, and marketing efforts
- to promote usability as an outreach activity for academic departments, other universities, and business partners of the University of Minnesota

We've been successful in all areas. Over the past year, the Usability Lab has been in use over 16 hours per week on average. This growth is even faster than we had hoped it would be, and it shows how useful many people believe the usability process is.

Various functions — such as usability evaluations on software, card-sorting activities and accessibility reviews — have been performed for a multitude of clients. These clients include the Controller's Office, Enrolled Student Services/Office of the Registrar, Human Resources, Office of Student Finance, Sponsored Projects Administration, Information Management Systems, University Relations, College of Continuing

Education, Health Careers Center, Digital Technology Center, University Foundation, School of Public Health, broad-based enterprise projects such as HIPAA training and Central Authentication logon, and the list goes on!

We hope that the lab will continue to grow and provide the University of Minnesota a great service as we all try to improve the services that we offer to the whole University. I expect that it will, given its success thus far!

<http://web.umn.edu/Webteam/usability/>



Alice de la Cova
Usability Services Manager

A huge thank you to all of the folks at the University who helped to make this service such a success!

■ Scott Ruud, Deputy CIO,
Enterprise Application Systems,
<http://www.umn.edu/oit/enterprisemanagement/>

More pictures of the evaluator and observer rooms here: <http://web.umn.edu/Webteam/usability/usabilityLab.html>

March: DMC Spotlight Issues

Each month, *Digital Media Center (DMC) consultants* publish information on our web site about a current educational technology issue discussed at sessions of the Technology-Enhanced Learning (TEL) Seminar Series, in our classes, or at our program or project meetings.

Learning technologies and public engagement

The Morrill Act of 1862 (also known as the Land-Grant Bill) permanently endowed the University of Minnesota for the purpose of promoting “the liberal and practical education” of Minnesota’s citizens. This panel will explore how technology might best be used to support the University’s land-grant mission by improving access to learning, enhancing community participation, promoting civic engagement, and supporting efforts to improve the well-being of our communities and citizens.

Seminar: March 4th

Please join in a discussion of this topic:

March 4, 2004
12:00-1:30 P.M., 274 McNeal Hall
Moderator: Victor Bloomfield

Victor Bloomfield from the Department of Biochemistry, Molecular Biology, and Biophysics, Twin Cities campus will moderate a discussion among the following panelists:

- Katherine Fennelly, Hubert H. Humphrey Institute of Public Affairs, Twin Cities campus;
- Laurel Hirt, Career and Community Learning Center, Twin Cities campus;
- Susan Tade, Digital Media Center, Twin Cities campus; and
- Twin Cities community members affected by the panelists’ TEL projects.

Campus projects

The panelists have developed or are in the process of developing technology-enhanced learning materials and activities that support public engagement; some are being developed as part of TEL and other grants projects:

The Morrill Act of 1862 (also known as the Land-Grant Bill) permanently endowed the University of Minnesota for the purpose of promoting “the liberal and practical education” of Minnesota’s citizens.

- Fennelly, Katherine. “Using Technology to Train Students and Health Professionals on Immigrant Health Issues” [2000–01 Technology-Enhanced Learning Grant proposal]. University of Minnesota, 2002. <http://dmc.umn.edu/grants/2000/KatherineFennelly.pdf>.
- Hirt, Laurel. “Enhancing Community Involvement through Communications and Information Technology” [2003 Council on Public Engagement grant proposal]. University of Minnesota, 10 December 2003.
- Tade, Susan, producer. “Tech Talk” [TV show]. University of Minnesota, 2003–04. More information: <http://techtalk.umn.edu>.

Bibliography and other resources

An overview of the topic, information about the panelists’ TEL projects, a bibliography, and information about related campus resources will be available on the DMC web site a week before the seminar. A summary of the seminar, a complete bibliography, and profiles of the panelists’ projects will be available on that page shortly thereafter. See: <http://dmc.umn.edu/spotlight/public-engagement.shtml>

Student views of TEL

Students increasingly come to the college classroom with a well-defined set of expectations and prejudices related to instructional technologies. To date, published surveys have afforded

us insights into students' views of the efficacy of particular technologies for supporting learning, experiences with specific hardware and software packages, and beliefs in the motivational power of instructional technologies. What such surveys often fail to capture in full is students' responses to the question of whether technology does, in fact, enhance learning.

Seminar: March 30th

Please join in a discussion of this topic:

March 30, 2004

12:00-1:30 P.M., 101 Walter Library

Moderators: Marvin Marshak and J. D. Walker

Marvin Marshak from the School of Physics and Astronomy, Twin Cities campus and J. D. Walker from the Digital Media Center will moderate a discussion among several University of Minnesota, Twin Cities students of questions such as:

- Does the combination of activity, technology selection, and class organization provide students with learning opportunities beyond what they might experience in the traditional classroom?
- Do students perceive a difference between "using technology" in a class and "learning with technology?"
- What technology-enhanced instructional strategies have students found particularly useful?

Campus projects

Linda Jorn, Melissa Martyr-Wagner, Laura Molgaard, Tai Mendenhall, John Sonnack, Tina Stavredes, Ray Voelker, and J. D. Walker.

Multi-College Student Survey: Experiences with Instructional Technology Report. University of Minnesota, November 2001. <http://dmc.umn.edu/surveys/student-eval/student-eval.pdf>.

Bibliography and other resources

An overview of the topic, information about related campus projects, a bibliography, and information about related campus resources will be available on the DMC web site a week before the seminar. A summary of the seminar, a complete bibliography, and profiles of the panelists' projects will be available on that page shortly thereafter. See: <http://dmc.umn.edu/spotlight/student-views.shtml>

■ Chris Scruton and Christina Goodland, Digital Media Center, <http://dmc.umn.edu>

April 27, 2004

Final Spring TEL Seminar

12:00–1:30 P.M.

101 Walter Library

Topic: Disciplinary TEL Teaching Communities

The panelists will describe their technology-enhanced learning (TEL) communities of practice.

Participants

Moderator

Linda Jorn, Digital Media Center, Twin Cities

Panelists

- María Emilce López, Department of Spanish and Portuguese Studies, Twin Cities
- Susan Henly, School of Nursing, Twin Cities
- William Riley, Health Services Research and Policy, Twin Cities
- Micky Trent, Department of Clinical and Population Sciences, Twin Cities

Reminder: Proposals Due

Feb. 17: TEL Grant Proposals

TEL Grant Program proposals for 2004 are due by 4:30 P.M., February 17, 2004. See <http://dmc.umn.edu/grants/>.

Feb. 20: DMC Faculty Fellowship Proposals

DMC Faculty Fellowship Program proposals for 2004–05 are due by 5:00 P.M., February 20, 2004. See <http://dmc.umn.edu/fellowship/>.

Keeping Current with the Past

Current Awareness in key history databases

Nancy K. Herther, University Libraries, <http://www.lib.umn.edu>

Sam Cooke may have struck a cord with his classic song: “Don’t Know Much About History.” Since history can be defined as everything that has happened up until now, there are few people on campus who couldn’t benefit from the lessons of the past.

Here on campus we have web access to two excellent historical databases that, together, provide an excellent resource for studying the history of just about everything. Not only are they great databases to search on-demand, but both also offer a current awareness feature that allows you to get updates on your topic (or updates for a specified listing of journals) sent directly to your e-mail address each month.

Key historical databases: HA and AHL

Historical Abstracts (HA) and *America: History and Life* (AHL) are actually two complementary databases.

- AHL covers the United States and Canada from prehistoric times to the present day. Publications have been indexed since 1964.
- HA covers the rest of the world from 1450 onwards, although you will find some references to earlier times (with publications indexed since 1954).

Both databases include citations to articles published in several languages, but all of the abstracts are in English. The databases will give you references and abstracts of journal articles as well as some books and theses.

This isn’t primarily a full-text database, although you will find a few links to full-text articles. To find specific articles, remember to check MNCAT™ for comprehensive access to all journals, books and other materials held or accessible through the University Libraries.

Because of the nature of most research, you may want to search in both databases for some historical topics or geographic areas in order to do a comprehensive search.

The web versions of both AHL and HA are updated monthly; and the databases include new in-process records (which may not yet have the abstracts written) and with new completed-but-not-yet-published records. The complete record will, then, be added as the information is created.

“History is the version of past events that people have decided to agree upon.” Napoleon Bonaparte

America History and Life: AHL

AHL provides historical coverage of the United States and Canada from prehistory to the present. The database indexes and abstracts almost 400,000 entries, adding approximately 16,000 entries each year. The entries are compiled from over 2,000 journals, approximately 6,000 book and media reviews, and dissertations.

In addition to covering all key English-language historical journals, AHL includes selected historical journals from major countries, state and local history journals, and a targeted selection of journals in the social sciences and humanities. Over 90% of the articles included are published in English-language journals.

The database covers entries published from 1964 to the present and includes 75-120 word abstracts for journal articles. About 16,000 new entries are added each year.

Historical Abstracts: HA

HA is an index to the history of the world — excluding North America — from 1450 to the present. North American historical writings may be indexed if they are relevant to the history of other regions. Every year over 22,000 new entries from over 1,700 journal titles published worldwide — including abstracts and citations to journal articles, books, and dissertations — are added to the database annually.

Historical Abstracts is multinational in scope, placing a special emphasis upon the inclusion of English-language journal and book titles published throughout the world.

Since Historical Abstracts includes a targeted selection of hundreds of journals in the social sciences and humanities, this database is useful for research in history, multicultural studies, sociology, psychology, women's studies/gender studies, religion, anthropology, political science, history of science, economics, business, education, music, art, and law.

Access to electronic journals

HA and AHL contain links to articles in many electronic journals, including:

Chronicon, Common-Place, Cromohs, Essays in History, Journal for Multimedia History, Journal of the Association for History and Computing, Mennonite Life, Nordic Notes, North Star, Revista Interamericana, and Screening the Past., H-Net Reviews, and Media History Monographs.

“Those who cannot remember the past are condemned to repeat it.”
George Santayana

Value to researchers: an example

Regardless of your field, you are bound to find some interesting perspectives and information of value in these indexes. For example, a simple search on cloning found many items, including this 1969 overview which traces the history of cloning research in the early 20th century:

Author: Russell, K.

Key search tips at-a-glance

- **Help:** top left of screen
- **Truncation *(asterisk):** for example, **immigrat*** retrieves immigrate, immigrates, immigration, etc.
- **Combine terms;** use Boolean operators — and, or, not — and parentheses () where necessary.
- **Phrase searching:** use quotation marks e.g., “weapons of mass destruction”

Title: TISSUE CULTURE: A BRIEF HISTORICAL REVIEW.

Citation: Clio Medica [Netherlands] 1969 4(2): 109-119.

Abstract: Surveys the subject of tissue culture from Ross Granville Harrison's first significant studies in 1907 through research on cancer and cloning during the 1960's.

A search on the “death penalty” produced 133 items in HA, which looked at the history of this form of punishment throughout the world. A search on “jihad” produced nearly 210 citations from the databases. “University of Minnesota” produced 130 results in AHL.

Searching

The databases offer sophisticated search techniques that allow for general, single term searches or detailed, specific searches. Here are some of the key options:

- **Keyword** searches the entry's abstract, title, subject terms, documentation, and author fields.
- **Subject terms** searches for index terms assigned by the database editors. Geographical terms should be inverted, e.g. minnesota minneapolis. Personal names should be entered last name first name, e.g. bush george.
- **Author/Editor** searches for personal or institutional author(s).

Study the history of just about everything...

- **Time Period** searches for the historical time period covered in the entry. Enter one or more round-number dates. Follow each date by either “H” (for centuries) or “D” (for decades). There are two kinds of time periods:

Decades and hundreds-of-years:

- C 1920D=1920–1929 (decade)
- C 1900H =1900–1999 (hundred year period)

- **Document Type** searches by specific type of article. This function is very helpful when you are searching for book reviews or want to limit your results to only scholarly articles.

“We learn from history that we do not learn from history.”
Georg Friedrich Wilhelm Hegel

Browse

Each of these searching methods, plus the others found on the basic search page, include a *Browse* function. This function is helpful when you are searching for very broad historical information (e.g., Vietnam War or European Union). This is especially useful when your original search strategy fails to find the information you need.

To use the *Browse* function, click on the magnifying glass icon which is located after each individual search entry box.

Search

Simple Search is the default. This allows searching for a keyword or phrase. You can combine this with another term in a specified area, joined by **AND** or **OR** as required.

The *Advanced Search* form allows searches to be very specific, combining terms using **AND** or **OR**.

? and *

The wildcard symbol ? can be used for a single unknown letter and * for an unknown number of letters. For example, clon* will search for clone, clones, cloning, etc. Wom?n will search for woman or women.

“History, despite its wrenching pain, cannot be unlived, however, if faced with courage, need not be lived again.” Maya Angelou

CLIO Alert

CLIO Alert is an automatic e-mail feature that helps you stay current in your areas of interest. Use it to have new entries to the databases sent to your e-mail account monthly. You can easily set up and manage up to 10 profiles while in the databases.

Here is a step-by-step guide to setting up *your* alerts in these databases.

1. From a search screen in either AHL or HA, click on the underlined CLIO Alert Profile box. Enter your user name (it should be a name that you can easily remember). Click on the Create a Profile button. Enter your first and last name in the “Your name” field.
2. Enter the e-mail address to which the monthly alerts should be sent in the “Your e-mail address” field, a required field.
3. If you are setting up a new profile, you *must* establish a password in the “Create profile password” field and verify it in the “Verify profile password” field. (With a new profile, the “Create profile password” field will be populated with a default. Overwrite this with your own password choice.)

In establishing and verifying your password, note that certain special characters (\$ * / ? \) and spaces are not permitted.

Do not use your InternetID (X.500) and password or your e-mail or other accounts here on campus!

If you are revisiting your profile, you may change (and verify) your password if you desire, but it is not required that you do so.

4. Select ASCII text or Tab-delimited as your preferred Output Format. (ASCII text is the default.)
5. Construct up to ten Alerts to be run against new records each month.

You may choose to have each Alert run against *America: History and Life* (AHL) and/or *Historical Abstracts* (HA).

You may also select the Join Operator *between fields* to be either AND or OR (AND is the default and is recommended for narrower searches). Note that the default operator *between terms within a field* is AND.

6. Click on a search field name (Subject Terms, Author, Time Period, Language, Document Type) for help on that field.
7. For assistance on constructing your Alerts, click on a “content assistance” link.
8. To save your work and exit the Profile Editor, select the “Save Profile” button. To return to the search screen without saving any changes, select the “Back” button located in the blue bar.

To delete your entire profile and exit, select the “Delete Profile” button.

Your profile and all alerts can be modified at any time. Automated searches are delivered in a single e-mail message each month. You may then change any information on your profile, including your password. You can change or clear any alerts or add more, if you do not have ten in your profile.

A profile will stay in place for one year after the last time you accessed the profile. After ten months of no

Set up your alert in four easy steps

The process is easy. Begin at the Libraries web page: <http://www.lib.umn.edu>

1. **Connect** to either American History and Life or to Historical Abstracts
2. **Click** on “CLIO Alert Profile” (on the search screen).
3. **Click** on “Create a New Profile”
4. **Follow** the instructions to create up to 10 tailored alerts.

activity, you will receive an e-mail notice that you must log in to your profile to keep it active. If you do not do so, the profile will disappear.

“People that are really weird can get into sensitive positions and have a tremendous impact on history.”

Dan Quayle

Questions? Need help?

If you have any questions about the database or formulating your search, stop in any of the University Libraries’ reference service desks, or use our AskUs 24/7 reference service at <http://infopoint.lib.umn.edu/>

■ Communications about this column should be addressed to: Nancy K. Herther, Social Sciences Bibliographer, 170b Wilson Library, West Bank; 612-624-2020; n-hert@umn.edu

▼ **Help**

- Computer Misuse or Abuse (also see Procedure 2.8.1.1)
- Emergency Network Help Line 612-625-0006
 - Non-emergency, e.g., spamming abuse@umn.edu
- 1-HELP 612-301-4357**
- Dial 1-HELP. Listen to the voice menu list of options. Press the number of your desired option.
- Technology Help www.umn.edu/adcs/help

▼ **Modem pool for active UM accounts**

Internet/PPP: up to 53kps if v.90 612-627-4250

▼ **Quick Guide**

- Internet/Email account options www.umn.edu/validate
- Office of Information Technology www.umn.edu/oit
- One Stop Services onestop.umn.edu
- Techmart www.techmart.umn.edu
- Computer Accommodation Program cap.umn.edu
- University Computer Services www.umn.edu/ucs
- MNCAT/LUMINA (Library) www.lib.umn.edu
- UM News Server news.umn.edu

Associate Vice President and
Chief Information Officer, Steve Cawley 612-625-8855

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2. the recipient's department
3. the departmental mailing address (note: this address is usually different from your personal office address; the Campus Mail section of your on-line directory entry lists your campus mail address)
4. your campus delivery code — if you know it (we can look it up; we need it because the newsletter is a bulk mail item)

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